Proposed Synopsis for Ph. D. Pre-registration Seminar

Impact of Emotional Abuse on Self Confidence, Emotional Intelligence and Academic Achievement among Senior Secondary School Students of Nuclear Family in Ranchi District.

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Impact of Emotional Abuse on Self-Confidence, Emotional Intelligence and Academic Achievement among Senior Secondary School Students of Nuclear Family in Ranchi District.

1.0. Introduction

1.1.State of the art

The present study proposed will explore the Impact of Emotional Abuse on Self-Confidence, Emotional Intelligence and Academic Achievement among Senior Secondary School Students of Nuclear Family in Ranchi District. The study to examine the effect of Gender (Male and Female), Types of school (Government and Private) and Students involving Very Low and Extremely High Emotional Abuse (Male and Female), will be selected for the study.

Conceptual framework of the study

1.2. Concept of Emotional Abuse

Emotional Abuse of children and adolescents may be the most challenging and prevalent form of child abuse and neglect, but until recently, it has received relatively little attention. The American Academy of Pediatrics (AAP) reviewed the topic in a technical report in 2002. This clinical report updates the pediatrician on current knowledge and approaches to psychological maltreatment, with guidance on its identification and effective methods of prevention and treatments/intervention.

Patterns of Emotional Abuse

Emotional Abuse falls into three patterns:

- **Aggressive:** Which includes name-calling, belittling, blaming, accusing, yelling, screaming, and making threats, degrading insults or destructive criticism?
- **Denying:** this includes sulking, manipulation, neglecting, not listening, withholding affection and distorting the other's experience.
- **Minimizing:** this can include belittling the effect of something, isolating, and accusations of exaggerating or inventing and offering solutions or 'advice'.

Signs of Emotional Abuse;

- Depression or anxiety
- Increased isolation from friends and family
- . Fearful or agitated behavior
- Lower self-esteem and self-confidence
- Addiction to alcohol or drugs
- Escapist behavior

Emotional Abuse can damage a person's confidence so that they feel worthless and find it hard to make or keep other relationships. Secrecy and shame usually maintain the abuse. Emotional abuse of a child is commonly defined as a pattern of behavior by parents or caregivers that can seriously interfere with a child's cognitive, emotional, psychological or social development. Emotional abuse of a child — also referred to as psychological maltreatment — can include:

- Ignoring. Either physically or psychologically, the parent or caregiver is not present to respond to the child. He or she may not look at the child and may not call the child by name.
- Rejecting. This is an active refusal to respond to a child's needs (e.g., refusing to touch a child, denying the needs of a child, ridiculing a child).
- Isolating. The parent or caregiver consistently prevents the child from having normal social interactions with peers, family members and adults. This also may include confining the child or limiting the child's freedom of movement.
- Exploiting or corrupting. In this kind of abuse, a child is taught, encouraged or forced to develop inappropriate or illegal behaviors. It may involve self-destructive or antisocial acts of the parent or caregiver, such as teaching a child how to steal or forcing a child into prostitution
- Verbally assaulting. This involves constantly belittling, shaming, ridiculing or verbally threatening the child.
- Terrorizing. Here, the parent or caregiver threatens or bullies the child and creates a climate of fear for the child. Terrorizing can include placing the child or the child's loved one (such as a sibling, pet or toy) in a dangerous or chaotic situation, or placing rigid or unrealistic expectations on the child with threats of harm if they are not met.

- Neglecting the child. This abuse may include educational neglect, where a parent or caregiver fails or refuses to provide the child with necessary educational services; mental health neglect, where the parent or caregiver denies or ignores a child's need for treatment for psychological problems; or medical neglect, where a parent or caregiver denies or ignores child's need for treatment for medical problems

There are some of the short term effects and long term effects of Emotional Abuse:

- **Short term effects:** Feelings surprise and confusion, Feelings misunderstood and defensive, feeling desperate, overly, needy; requiring constant reassurance, Questioning yourself and memory, Experiencing anxiety, agitation, or fear; hyper vigilance and Experiencing shame, embarrassment or guilt.
- **Long term effects:** Withdrawal, Low self-esteem and self-worth, Emotional instability, Sleep disturbances, Physical pain without cause, Suicidal ideation, thoughts or attempts, Extreme dependence on the abuser, under achievement, Inability to trust, Feeling trapped and alone and Substance abuse.

Types of Emotional Abuse in a nutshell

- **Hypercritic** – parents who are hypercritical towards their children make them feel stupid and embarrassed for failing to understand something or live up to their absurd expectations.

These parents are impossible to understand satisfy and find fault in everything their children do. Hypercritical parents typically use words like „you should be ashamed of yourself ", what is wrong with you? And any other remarks that affect and humiliate their child.

- ❖ **Effects on self-concept** - Children who are brought up by hypercritical parents suffer from extremely low self-esteem and self-concept, strong sense of unworthiness and self-hatred. The message they get is "I am not worthy".
- **Neglect –** In neglect, the parents will provide basic needs for the children but generally uninvolved in their lives. Compared to other types of emotional abuse, neglect has to do more with what parents did not do to their kids. On

the physical aspect, neglectful parents do not give enough physical nurturance such as pampering, understanding and hugging their children. On the emotional side, these parents are unable to show empathy and sympathy when their children are in trouble or in stress.

- **Effects on self-concept** – children of neglectful parents draw the message that they are unwanted and unlikeable. When these children feel they are unwanted they will tend to develop behavior of extreme defensiveness.
- **Abandonment or rejection** – If a child experiences rejection, it could have a lasting negative effect on relationships, Physical abandonment occurs when there is death, divorce or illness, and emotional abandonment occurs when parents' silent treatment, puts the child off or pass their parental responsibility to someone else. Words that these parents use sound like I'm busy? ", "go away", or „don't disturb me".

1.3. Self Confidence

Self-confidence is the greatest gift that we can give to the students. The students with physical disabilities, learning difficulties, and motor skills difficulties face a lack of confidence in the class. But the students with a lot of confidence can achieve success in their life. Confidence is a tool that helps the student to manage their problems, challenges, fears, and maintains a positive attitude. A confident student is a happy and fruitful and can face every problem that comes in his life. There are some strategies and activities that teachers and parents can do to build self-confidence in students. Past success plays an important role in the development of self-confidence. Success in any field usually boosts the confidence of a person. Self-confidence leads to optimism and energies a person to believe in his/her abilities regardless of the challenges of the task. On the other hand, low self-confidence might make you feel full of self-doubt, be passive or submissive, or have difficulty trusting others. You may feel inferior, unloved, or be sensitive to criticism. Feeling confident in yourself might depend on the situation. For instance, you can feel very confident in some areas, such as academics, but lack confidence in others, like relationships.

Self-confidence is one of the important factors in shaping a child's positive personality. The formation of self-confidence is established by good communication between parents and children in everyday life, parents encourage and praise children's achievements. Through encouragement and praise, the child will feel recognized and

valued. Therefore, good communication between parents and children is very necessary to foster children's self-confidence.

The self-confidence that arises in children will vary because not all children have enough self-confidence, and not all parents can communicate well with their children. There are parents who communicate well using positive language (such as giving motivation and praise), but there are also parents who communicate poorly using negative language (using verbal violence), such as humiliating, expressing rejection through negative speech, blaming, threatening, comparing, and foresee negative things in the child. Therefore, if parents communicate well with their children (without using verbal violence), then the child's self-confidence will be high. But on the contrary, if parents communicate poorly with their children (verbal abuse), it is suspected that the child's self-confidence will decrease. Based on the description above, verbal abuse like this will determine the child's self-confidence.

1.4. Emotional Intelligence

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Researchers investigated dimensions of emotional intelligence by measuring related concepts, such as social skills, interpersonal competence, psychological maturity and emotional awareness, long before the term 'emotional intelligence' came into use. Teachers in schools have been teaching the rudiments of emotional intelligence since 1978, with the development of thyself Science Curriculum and the teaching of classes such as "social development," "social and emotional learning," and "personal intelligence," all aimed at raising the level of social and emotional competence"(Goleman, 1995). Social scientists are just beginning to uncover the relationship of emotional intelligence to other phenomenon, e.g., leadership (Ashford and Humphrey, 1995), group performance, individual performance, interpersonal/ social exchange, managing change, and conducting performance evaluations (Goleman, 1995). Emotional intelligence represents ability to validly reason with emotions and to use emotions to enhance thought. Emotional Intelligence encompasses the following five characteristics and abilities:

- **Self-awareness**--knowing your emotions, recognizing feelings as they occur, and discriminating between them
- **Mood management**--handling feelings so they're relevant to the current situation and you react appropriately
- **Self-motivation**--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
- **Empathy**--recognizing feelings in others and tuning into their verbal and nonverbal cues
- **Managing relationships**--handling interpersonal interaction, conflict resolution, and Negotiations

1.5. Academic Achievement

Academic achievement is usually assessed through continuous evaluation or examination; however, there is no consensus about best examined or the most significant parts of procedural knowledge, including declarative knowledge or skills like facts. Education was taken to provide the students with information in ancient times. For modem educationists, education means the process of development of the individual. Education offers not only skills & knowledge and fostering the proper habits and attitudes, instincts training, and instills values. The education's aim is the development of complete humans. The person consists of mental and physical parts as well as the mental side is further differentiated into components including sentiments, emotion, thinking, etc. Education that merely trains and educates an individual's overall composition's specific element is not proper. An individual's complete development is aimed at fundamental education, which is completed in all aspects. Academic achievement implies the degree of attainment where a student works in their school job via a regular curriculum in a particular place they designated the academy. Acquisition usually denotes actual capacity, while capacity indicates prospective abilities. The academic achievement shows how much information and competence an individual has acquired (Mohanty, 1988). Also, literary or educational achievement is defined by Wikipedia: The Free Encyclopedia (2011) as a particular attainment proficiency level in academic work as assessed by standardized tests, by the teacher, or by their combination. According to Merriam and Steinberg (1993),

Achievement isn't associated with a single instance, however, appears levels and time, through the life of a student in public school as well as on into working life and post-secondary years; it is intricately associated with physical, social, emotional, and cognitive development as well as human growth; it is multidimensional; it includes performance and ability. Academic achievement is the specific obligation of every educational institution to support students' optimal academic growth. It allows students to comprehend the academic achievements hierarchy. This is school life's most ideal result. All school activities concentrate on students' academic performance. Students, teachers, curriculum planners, educators, and administrators ensure academic success is achieved via teaching-learning. Intellectual accomplishment indicates educational and curriculum objectives' significance, teachers' efforts, and students' performance success. An individual's achievement is based on intellectual abilities such as physical fitness, children's emotional tendencies, attention and perceptual power, study habit, memory, imagination, aptitude, intelligence, environmental factors, including his family's religious background and racial nature, and home lives. Academic achievement's quality's major determinants include the effective teaching-learning and management strategies, continuous evaluation and equipment and curriculum comprehensive, competent teachers and physical facilities qualified, his parents and his neighborhood's educational and social economic status, his associates' moral qualities, the television or movies which he watches, the magazine and books he reads, etc. By enhancing every element's quality, we may expect that the total achievement level will increase significantly. The academic achievement-related study focuses on the achievement's organizational, institutional and individual, and student progress and interactions of social relationships through which academic achievement is hindered, facilitated, and determined (Cries, 2005).

Review of Literature

Studies on Emotional Abuse and Self Confidence

Alan, (2006) conducted a study Self-Confidence as a Mediator of the effect of parental abuse on premarital couple satisfaction in Australia. The participants were 520 Australian heterosexual couples. Participant in the PREPARE Inventory Olson, (1996) provided measure of couples' relationship satisfaction and individual levels of self-confident, experience of parental abuse and idealistic distortion. The results of the

analyses of the female data support the hypothesis that experience of parental abuse is associated with couple dissatisfaction and that low self-confidence was a mediator of this effect.

Umi, (2024) conducted a study Correlation of Verbal Abuse to Children's Self-Confidence in children 4-5 years old wonosari village Kebumen District. The research method used to conduct study was survey method with a co relational approach. The sample size was 2816 children aged 4-5 years old. Data was collect using questionnaires to measure levels of verbal abuse experienced and scales to measure levels of self-confidence. Data was analyzed by mean, median, mode and SD though SPSS. Based on the result the significance value between the variable of Verbal Abuse and self-confident was correlated. So it can be concluded that the higher the level of variable violence experience by children their self-confidence is lower.

Bankole et al (2014) conducted by the study effect of child abuse on self-esteem among secondary school's students in Ekiti State. Data was collected from one hundred and fifty children seventy (75) male and seventy (75) female below the age of 18 years old from Iworoko High School. The data was collected by using Child Abuse Self Report Scale (CASRS) that comprises of sub-scales that include physical abuse, psychological abuse, sexual abuse, and Neglect abuse scale. It was developed by Mohammadkhal (2003) and Coopersmith self-esteem inventory, it was developed Coopersmith (1967) to measure self-esteem of children. Data was analyzed by T-test, Regression and Correlation method. Children who experience violence from their parents will have an impact on inferiority, both male and female. Adolescents, who get abuse from their parents such as being beaten, scolded and ignored result in low self-esteem of adolescents.

Handini, (2019) conducted the study "The effect of child abuses by parents on adolescent self-confidence". Data sample was 400 adolescents with an age range of 16-18 years. The sampling technique uses proportionate stratified random sampling. Measuring instruments used child abuse scale and confidence scale. Child abuse scale in this study used a scale compiled by researchers based on the theory of Papalia, Old & Fieldman, (2008). And the confidence scale in this study uses a scale compiled by researchers based on several aspects from Afiatin and Martaniah (1998). Data analysis

using simple regression with the help of JASP 0.9.01 for windows. The results of this study indicate that there is an influence of child abuse by parents has increased the confidence tends to decrease.

Studies on Emotional abuse and Emotional intelligence

Maxwell el al, (2024) conducted a study Influence of parental verbal abuse, domiciliation, gender and age on emotional intelligence among secondary school students in Owerri, Nigeria. Total 317 secondary school students were selected from 3 secondary schools in Owerri through the simple random sampling technique. Participants comprised of 141 males and 176 females with ages ranging from 14 to 17 years. The participants were administered the Parental Verbal Abuse Scale and the Emotional Intelligence Scale. Results revealed that parental verbal abuse domiciliation, gender, and age, separately and jointly were not significant predictors of emotional intelligence among secondary school students in Owerri. The findings of the study indicate that parental verbal abuse, domiciliation, gender, and age do not significantly influence the emotional intelligence of secondary school students in Owerri.

Tsirigotis and Luczak (2016) conducted a study the emotional intelligence of women who experienced parental verbal abuse in Taiwan. Comparing them to a control group, they found that women subjected to verbal abuse exhibited lower emotional intelligence, suggesting a significant impact on their psychological well-being. Similarly, Kim and Yeon (1994) explored the relationship between parental verbal aggression and children's emotional intelligence, revealing notable associations between verbal abuse and emotional well-being in children.

Yanhui, et al (2021) conducted a study maltreatment and life satisfaction in adulthood: The mediating effect of emotional intelligence, positive affect and negative affect. A total of sample 811 participants completed the Childhood Trauma Questionnaire, the Wong Law Emotional Intelligence Scale, the Positive Affect and Negative Affect Scale, and the Satisfaction with Life Scale validly. Results revealed that emotional intelligence, positive affect and negative affect are mediators between childhood maltreatment and life satisfaction. In addition, childhood maltreatment influenced life satisfaction through the sequential intermediary of “emotional intelligence positive affect” and “emotional intelligence-negative affect”. Theoretical and practical implications are discussed.

Kokkinos and Kipritis (2012) conducted the nexus between bullying, emotional intelligence, and empathy among adolescents in Turkey. They discovered negative impacts of bullying and victimization on emotional intelligence, underscoring the need for interventions to mitigate such effects. Conversely, Garcia, Salguero, and Fernandez (2014) explored the inverse relationship between emotional intelligence and aggression, shedding light on the role of emotional intelligence in reducing violent behaviour and physical abuse. Study by Hugos and Stern (2002) from Florida State University revealed the enduring effects of childhood verbal abuse on adult mental health, including increased susceptibility to depression, anxiety, and low emotional intelligence. Their findings underscore the importance of recognizing verbal abuse as a significant contributor to long-term psychological distress, warranting greater attention and intervention.

Studies on Emotional abuse and Academic Achievement

Alokan & Olatunji (2014) conducted a study on the Influence of Child Abuse on Class Room Behaviour and Academic Achievement among Primary and Secondary School Students. The population of the study comprised all teachers in primary and secondary schools in both public and private sectors in Ado local government area of Ekiti State, Nigeria. A descriptive research design of survey type was adopted for the study. The sample consisted of 200 teachers drawn from 10 schools through stratified random sampling. A questionnaire using "Child Abuse and Classroom Behaviour Questionnaire" (CACBQ) was used to collect data. The test method was used to determine reliability. Data collected were analyzed using Pearson Product Moment Correlation. The result revealed a significant relationship between child abuse and children's attention span in class. The result also showed a significant relationship between a child's active involvement in the parent's business and his/her attitude to class work. Based on these findings the following recommendations were made among others; that the consequences of child abuse on children's classroom behaviour and later academic achievement should receive attention in education policy forums; and that parents should always relate to their children with love and affection and provide for their needs.

Makondo, (2017) conducted the study Consequences of Child Abuse on the Academic Achievement of Primary School Learners in the Manzini Region, Swaziland. The study was qualitative and utilized the phenomenological research

design. The target populations were abused learners from the Manzini primary schools. Data were collected from 15 abused learners and their class teachers in four schools. The critical case purposive sampling method was used to selects these schools. Thus, only those schools that had abused learners were selected. Semi-structured interviews focus group discussion and document analysis were used to collect data. The findings showed that a majority of the abused learners underperformed as a result of abuse and became suspicious of every person around them and this had a negative bearing to their academic achievement. Some became antisocial and adopted a misdirected rancorous attitude to everyone around them. Based on the findings, the study recommends that the stakeholders; parents, school administrators and teachers included, should work hand-in-hand in handling abused learners to help them overcome their challenges and improve their academic achievement and social life. In addition to that, the relevant ministries (Police, Child and Social Welfare and the Ministry of Education and Training) should assist in curbing child abuse at the grassroots level.

Nazir, (2024) conducted the study a study intricate relationship between emotional abuse, emotional competence, self-concept, and academic achievement among adolescents in Kashmir. Adolescence, marked by vulnerability, witnesses the profound impact of emotional abuse on cognitive, emotional, and psychological development. The research study used to conduct study was survey method Self-confidence as a Mediator of the effect of parental abuse on premarital couple satisfaction. The sample size was 300 high school students were selected, among which 150 were girls and 150 were boys. The data was collected from various district High schools in Kashmir. The data was collected by using Emotional Abuse Scale, Emotional Competence Scale, and Mohsin Self-Concept Inventory, were administered to participants, as per their availability. The data was analyzed by using t-tests. The findings contribute to a nuanced understanding of the multifaceted challenges faced by adolescents in the context of emotional well-being and academic success.

Ligeve and Poipoi (2012) in their causal-comparative study investigated the consequences of child labour on academic achievement of a secondary school student in Suba and Homa-Bay districts in Kenya. A total of 333 students that is, 171 boys and 162 girls participated in the study. The finding of the study showed that student who was involved in child labour had a significantly lower academic achievement

mean score than those not involved. The results also indicated that boys not involved had a significantly higher academic achievement mean score than girls not involved. Furthermore, boys involved in child labour activities had a significantly higher academic mean score than girls involved in child labour activities. The study recommended that were child labour and gender consequences on academic achievement of a second school student in Suba and Homa Bay districts.

Akoloh Laura1, (2016) the study was to conducted the effect of Child Abuse on Youths and their Academic Performance in Bayelsa State. The study used descriptive survey as the design of the study. The stratified random sampling technique was used to select 52 schools out of 161 from which samples of 208 teachers and 1,139 students were drawn using the simple random sampling technique. Five (5) research questions and five 5) hypotheses were used for the study. The hypotheses were tested using t-test. A researcher's structured questionnaire was used to obtain data for the study. The questionnaire contained twenty-five (25) items to elicit teachers and student's response based on the study. The findings of the study revealed that there is a significant difference between the students abused and those not abused in their reading habits, but not applicable in their subject mastery, classroom participation, pass grade in examinations and submission of assignment. Based on the prevalence of child abuse in our society, it was recommended that there should be public enlightenment programmers to combat ignorance and public awareness on the right to freedom from all forms of child abuse.

2.0. Problem to be investigated

The present study will explore the study Impact of Emotional Abuse on Self Confidence, Emotional Intelligence and Academic Achievement among Senior Secondary School Students of Nuclear Family in Ranchi District. The investigator also intends to examine the effect of Gender (Male and Female) and Types of school (Government and Private). The topic of the study will be stated as **"Study of study Impact of Emotional Abuse on Self Confidence, Emotional Intelligence and Academic Achievement among Senior Secondary School Students of Nuclear Family in Ranchi District."**

3.0. Objectives of the investigation and motivation

Objectives of the research

1. To examine the levels of self-confidence, emotional intelligence and academic achievement among senior secondary school students in respect of emotional abuse, gender and types of school.

2. To study the significant impact of emotional abuse, gender and types of school on self-confidence, emotional intelligence and academic achievement among senior secondary school students.

3. To study the correlation between self-confidence, emotional intelligence and academic achievement among senior secondary school students of Ranchi in respect of emotional abuse, gender and types of school.

Motivation of the research

The reason for motivation this study Impact of Emotional Abuse on Self-Confidence, Emotional Intelligence and Academic Achievement among Secondary School Student's Nuclear Family in Ranchi District, has been noticed that very few studies have been done in this field. There are very few studies to show the comparison between two sub groups of gender (Male and Female), Emotional Abuse (Very Low and Extremely High) category and types of school (Government and Private).

4.0. Hypotheses

1. The levels of self-confidence, emotional intelligence and academic achievement among senior secondary school students in respect of emotional abuse, gender and types of schools.

2. There will be no significant impact of emotional abuse, gender and types of school on self confidence among senior secondary school students.

3. There will be no significant impact of emotional abuse, gender and types of school on emotional intelligence among senior secondary school student.

4. There will be no significant impact of emotional abuse, gender and types of school on academic achievement among senior secondary school student.

5. There will be no significant difference between self-confidence, emotional intelligence and academic achievement among emotional abuse, gender and types of school of senior secondary school students.

6. There will be no significant relationship between self-confidence, emotional intelligence and academic achievement among senior secondary school students in respect of emotional abuse, gender and Types of school.

5.0. Research design and methodology

The Sample

The sample of present study will consist of 320 senior secondary school students; sample will be selected from different schools located in Ranchi. Stratified random sampling technique will be used to collect data. A 2 x 2 x 2 factorial design will be used in this research and the factors of stratification will be:

Gender - 2 (Male and Female)

Emotional Abuse - 2 (Very low and Extremely high)

Type of school - 2 (Government and Private)

For sample selection screening will be done with the help of use of Emotional Abuse Scale. Students will be selected based on scores achieved by them. With the help of manual, scoring will be done and Extremely High as well as Very Low scorer on Emotional Abuse will be selected. After that rest of the scales will be applied on only Very Low and Extremely High scorer.

Table 1

Sample Design

Gender		**Male**		**Female**		**Total**
Emtional Abuse		**Very Low**	**Extremely High**	**Very Low**	**Extremely High**	
Types of school	**Government**	40	40	40	40	160
	Private	40	40	40	40	160
Total		**80**	**80**	**80**	**80**	**320**

Variables

Independent variable

- Gender (Male and Female)
- Emotional Abuse- (Very low and Extremely high)
- Type of school (Government and Private)

Dependent variable

- Self-Confidence
- Emotional Intelligence

- Academic Achievement

Selection criteria

Inclusion criteria

- Students of class 11th and 12th
- Both sexes will be included
- Emotional Abuse students extremely high and very low will be included

Exclusion criteria

- Middle and Primary school student
- Economics status
- Emotional abuse medium will be exclusion

6.0. Sources of data and tools to be used in collection of data

6.1. Sources of data

Data required for the present study will be conducted from two major sources, such as Primary and Secondary. Major part of the data will be collected through primary source. Information of Primary source will be collected from different Government and Private Senior Secondary School of Ranchi District. Students involving Very Low and Extremely High Emotional Abuse Male and Female, will be selected for the study. Information of Secondary source will be collected from Books, Articles, Reports which will provide a variety of information regarding Emotional Abuse and its consequences on Self-Confidence, Emotional Intelligence and Academic Achievement.

6.2. Tools to be used

1. Personal data Questionnaire [PDQ]

Personal data Questionnaire [PDQ] will be prepared by the researcher to obtain personal data information about name, age, occupation, gender and types of school etc.

2. Emotional Abuse Scale:

Emotional abuse scale developed by Ala, and Nesheen (2015) was used to measure emotional abuse among the Indian adolescents (boys & girls) between age group 13-19 yrs. This tool consists of 42 items ranging from “strongly agree” to “strongly disagree”. It has five different dimensions including; rejection, terrorizing, isolation,

ignoring and corruption. There are some percentile norms also; those who have below 101 scores have very low level of emotional abuse, those whose scores are between102-104 have low level of emotional abuse, individual with scores between 105-109 are moderately emotionally abused, individuals with scores between 110-123 are highly emotionally abused and individuals with scores above 123 are extremely emotionally abused. The items in the scale provide the adequate content validity. Reliability co-efficient of correlation between forms is1.000, equal-length Spearman-Brown is 1.000, Guttman Split-Half is .995 and the unequal length Spearman-Brown is 1.000.

3. Agnihotri's Self Confidence Inventory (ASCI):

The scale was developed by Agnihotri in 1987. The Agnihotri's self-confidence inventory (ASCI) has been designed in Hindi to assess the level of self confidence among between age group 13-19 years' adolescents and adults. It consists of 56 items. There are two response categories i.e. 'right' and 'wrong'. A score of one is awarded for a response as 'wrong' to item numbers 2,7,23,31,40,41,43,44,45,53,54 and 55. The author has given the following classification criteria: Raw scores: Explanation 7 and below Very high self-confidence, 8-19 High self-confidence, 20-32 Average self-confidence ,33-44 Low self-confidence and 45 and above Very low self-confidence. For making cross to 'right' response for rest of the items to be awarded a score of one. Hence, the lower the score, the higher would be the level of self-confidence and vice versa. The test-retest reliability of ASCI was found to be 0.78 and spilt half reliability was 0.91. The validity of the inventory with Basavanna's self-confidence inventory obtained was 0.82.

4. Emotional Intelligence Scale

The Emotional Intelligence Scale is a 33-item instrument adapted from Schuttle, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998). This scale was used among between age group 16-19 years' adolescents and adults to measure the degree of the respondent's emotional intelligence. The test is of 4-point Likert scale, the respondents responded to the items using the four-point scale (4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree). The adapted scale was subjected to face and content validity through criticisms from experts in the Department of Adult Education, Social Work, Psychology and Guidance and Counseling, University of Ibadan. The scale was scored in the internality with no negative items to be reversed.

The original Emotional Intelligence Scale of Schuttle, et al. (1998) has a validity estimate of 0.80, but in the current study the scale was re-validated for culture-free issues and relevance to the population of the study. The scale was pre-tested using 10 principals in Lagos State as respondents, which was outside the study area and necessary corrections were made. The reliability of the scale was 0.97 using Chronbach alpha.

5. Academic Achievement

Academic Achievement will be determined on the basis of percentage obtained by the students in class XI-XII annual examination conducted by HBSE. The students securing above 70% were considered having high academic achievement, those securing 60-70% were considered having average academic achievement and below 60% were considered having low academic achievement.

7.0. Plan of analysis

The following statistical analysis will be used to analyses the obtained data:

1. Percentage value and Mean will be used to measure the level of Self Confidence, Emotional Intelligence and Academic Achievement among Emotional Abuse, gender, type of school of senior secondary school students.

2. ANOVA test will be calculated to find out the main and interaction effect of Emotional Abuse, gender, type of school on Self Confidence, Emotional Intelligence and Academic Achievement of senior secondary school students.

3. t' test will be calculated to know the significance difference of Emotional Abuse, gender, type of school on Self Confidence, Emotional Intelligence and Academic Achievement of senior secondary school students.

4. Co-efficient of correlation will be determined interrelationship among Self Confidence, Emotional Intelligence and Academic Achievement of senior secondary school students.

5. Graphical representation of results as required.

8.0 Significance of the study

Proposed research is concerned to study the impact of Emotional Abuse on Self-Confidence, Emotional Intelligence, and Academic Achiement among Senior Secondary School Students of Nuclear Family in Ranchi District. The result of this study will help researcher as well as teachers to understand the need of students. This study will also help teachers to understand the importance of Self-confidence,

Emotional Intelligence and Academic Achievement among students. This study will help students to take care of their mental health and psychological well- being also.

9.0. Its relevance to present day problem and needs of the society

The proposed study is very relevant for upliftment of the society. In the present era. It is marked with social confirmation due to diminishing social norms, it is difficult to lead a successful life in the society without self-confidence, emotional intelligence and academic achievement.

10.0. Contributing to the existing knowledge

Till date very few numbers of studies have been undertaken on this topic in Ranchi. The knowledge will help to increase Emotional Abuse on Self-Confidences, Emotional Intelligences and Academic Achievement of students. The research facilitates to the new researcher to conduct the studies on this topic.

11.0. Future work

Similar study could be conducted with a large sample size. Moreover, future studies could also include more area of Jharkhand.

Tentative chapters

There will be following five chapters in the research report of the proposed research:

Chapter 1: Introduction

Chapter 2: Review of literature

Chapter 3: Methodology

Chapter 4: Analysis of data

Chapter 5: Summary and conclusion

References

App. index

Note: The research proposal is tentative which may be modified according to the of data, tools and techniques.

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